



RAISING PLACER

Simple, everyday acts.

Mini-grants

We have money for people with great ideas.

The Placer County Strengths and Assets Promotion Program, (SAP) wants kids to grow up healthy, caring and successful. As part of a Placer County initiative called Raising Placer, we offer help for people who will make that happen. How? We award up to \$500 for "mini-grants" to individuals and groups who organize activities that help kids in Placer County succeed.

We want all kids to succeed.

We want every child to grow up to be the best they can be. Raising Placer is focusing on three things to help make that happen. First, we're making sure that every child has relationships with caring adults. We're also helping to make Placer County a place that values and supports kids. And we're involving young people as part of the solution by helping them play important roles in their communities.

These ideas are based on common sense and research that show kids do best when they have a lot of "assets" (see the back cover for a complete list). What are assets? They're the people and activities that help kids grow. Like relationships with caring adults or community service. Assets are also personal strengths, such as self-esteem and being responsible. Assets are essential in helping children avoid risky behaviors and grow up to be healthy adults.

Everyone can make a difference.

There are many simple, everyday things each of us can do to connect with kids and help them succeed. Like saying hello to the children in your neighborhood, encouraging a teenager to go after her dream, or asking a young person for his opinion. These are small actions with big results. Often our time and caring are all that's needed. However, sometimes it takes a little money to turn an idea into reality. If you need money to make your dream project happen, we encourage you to apply for a Raising Placer mini-grant.

Applying is easy...and help is available.

Just complete the one-page application form included in this packet. Read the packet carefully, it gives guidelines, hints, and is full of ideas. Call 530-8897238 or 886-3567 if you need more information.

Need more information?

Contact:

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Strengths &
Assets Promotion

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SIMPLE ACTS... AMAZING RESULTS

One Mom serves a pancake breakfast every Friday morning for kids in her neighborhood. Her son and a growing group of friends hang out, talk, and do homework while devouring stacks of home-made pancakes before the day begins.

Spanish-speaking parents attend a support group where they find friendship and help from other parents. Their teenage kids provide child-care to younger siblings so parents can attend the group.

Once a month, a teacher transforms her class into a small cozy café complete with checkered table cloths, hot chocolate and cookies. Parents and students gather to discuss the class's Book of the Month, talk about their impressions, improve their reading skills and celebrate the joy of reading. The class reading test levels see dramatic improvement.

Caring adults organized a sensational spring break filled with arts, storytelling, drumming, and a field trip. The project was successful in completely eliminating negative incidents that had occurred during previous spring breaks.

FREQUENTLY ASKED QUESTIONS

mini-grants

What kinds of projects are best?

We're eager to fund projects that will inspire others to build assets. The best projects build relationships and involve young people in design and planning. (We're also pleased to fund projects that focus on younger children and understand they may not have much input into a project's design.) Here are examples of how to involve kids in designing a project.

OLD APPROACH	YOUTH-FRIENDLY APPROACH
A teacher plans a family lunch for her second graders and makes all the decisions.	Students choose what food will be served and decide to act as hosts.
An adult decides that youth in her neighborhood should collect old clothes for a local shelter	Kids decide to organize a circus to raise funds for a local shelter and ask an adult to coach them while they plan the event themselves.

What's required?

Projects need to build one to five assets, benefit at least five young people ages 0-18 years living in Placer County, and be completed within six months.

What kinds of projects DON'T qualify?

To get the most from our funding, we've set a few guidelines. You can't use mini-grants to pay yourself, provide a stipend or other payments to kids, financially support a regular business activity, or purchase direct services such as counseling. Mini-grants can't fund activities that happened in previous years, replace funding that has been lost, or provide ongoing funding for existing projects. We won't fund the same project twice. You may submit more than one application but will be awarded only one grant in a 12-month period. Projects that promote religion are not allowed, since public money is involved, however, congregations can build assets in many qualifying ways.

LOCAL STORIES

CAMERA, ACTION!
Students in the science and technology club at Silverado Middle School created a special film festival and celebration. Students and their families were invited to produce videos that creatively addressed social and environmental issues that concerned them. An evening of film debuts, complete with awards, popcorn, and soda, brought together students, families, school staff and community members. Proceeds from the event were donated to a local charity.

VOLLEYBALL FOR ALL
Two young men from Del Oro decided to provide a free spring break volleyball camp for 25 junior high students. The two publicized, organized logistics and recruited some of their varsity team mates to help coach as well.

JUST(ICE) - DO IT
The Do Something Group at Rocklin Elementary organized a kindness and justice challenge. 6600 Kind or Just acts were committed and "redeemed" for \$.10 an act thereby earning the grant's \$500. The students decided to donate the money to St. Vincent de Paul to help transition a family from the streets.

How will the decision be made?

A team of youth and adults will read all applications and select the most promising ones based on the following questions: Are young people involved in designing and organizing the project? Will the project be successful? Will the grant money be managed wisely? Is the project exciting or unique and will it provide a story that inspires others to build assets. Because safety is a concern, the reviewers may ask for project changes or may not fund an application if they see potential safety problems.

How will I know if my idea gets funded?

Applications are due the second Friday of the month. Approximately three weeks after the application deadline, you'll receive a letter explaining the review team's decision. If your project isn't funded, you may reapply or look for other resources.

What is the process once a project gets funded?

If you do receive a mini-grant, a member of the review team will meet with you to talk about your project. Non-profit organizations and businesses can then invoice us and receive a check for the project within two weeks. **However, grant funds going directly to individuals can only be paid through reimbursement based on submission of receipts.** After you complete the project, you'll be asked to write a brief report describing what happened and include receipts showing how funds were spent. Grants receiving funds through May, 2003 must be completed by June 1, 2003, with reports due by June 15, 2003. Grants receiving funds after June 2003, must be completed by June 1, 2004 with reports submitted by June 15, 2004.

I've got a great idea! How do I apply?

- 1) Read the entire application
- 2) Focus on one to five assets listed on the back page.
- 3) Involve others, especially young people in designing your project.
- 4) Call (530) 889-7238 or (530) 886-3567 to be put on a list to be notified about upcoming community workshops to help you design your project.
- 5) Complete the application form and submit it by the appropriate date.

EXTERNAL ASSETS

SUPPORT

Young People Need Support In Every Part of Their Lives

1. **Family support** - Young people have a family that loves and supports them.
2. **Positive family communication** - Young people talk things over with their parents and are willing to get and give advice.
3. **Other adult relationships** - Young people have at least three other adults in their lives giving them support in addition to their parent(s).
4. **Caring neighborhood** - Young people have the care and support of people living nearby.
5. **Caring school climate** - People at school care about each other and help each other succeed.
6. **Parent involvement in schooling** - Parent(s) involve themselves at home and at school in helping their children succeed.

EMPOWERMENT

Young People Need Their Community To Believe They Are Important

7. **Community values youth** - Young people know they are valued by the adults in their community.
8. **Youth as resources** - Young people serve useful roles in their school, family and community.
9. **Service to others** - Young people volunteer one hour or more per week to help others.
10. **Safety** - Young people feel safe in their home, school and neighborhood.

BOUNDARIES AND EXPECTATIONS

Young People Need Rules For Success And Help In Following Them

11. **Family boundaries** - Families set clear rules and consequences, and know where their children are and what they do.
12. **School boundaries** - Schools set clear rules and provide consequences for breaking them.
13. **Neighborhood boundaries** - Neighbors share with parents the responsibility for monitoring young people's behavior
14. **Adult role models** - Parent(s) and other adults set good examples for young people.
15. **Positive peer influence** - Young people have friends who set good examples
16. **High expectations** - Parents and teachers push young people to reach their full potential.

CONSTRUCTIVE USE OF TIME

Young People Need To Invest Their Time In Activities That Help Them Grow

17. **Creative activities** - Young people are involved in music, theater or other arts at least three hours per week.
18. **Youth programs** - Young people are involved in sports, clubs or organizations at least three hours per week.
19. **Religious community** - Young people are involved in spiritual growth.
20. **Time at home** - Young people have a balance of time at home with their family, structured activities, and hanging out with friends.

INTERNAL ASSETS

COMMITMENT TO LEARNING

Young People Need To Act On The Belief That Learning Is Important

21. **Achievement motivation** - Young people try to do their best in school.
22. **School engagement** - Young people are enthusiastic about learning and come to school prepared.
23. **Homework** - Young people spend at least one hour per day completing homework.
24. **Bonding to school** - Young people care about their school.
25. **Reading for pleasure** - Young people enjoy reading on their own for at least 3 hours per week..

POSITIVE VALUES

Young People Need To Be Self-Directed By Strong Moral Values

26. **Caring** - Young people feel that it is important to help others and make the world a better place.
27. **Equality and social justice** - Young people believe in fairness and equality and are committed to social justice.
28. **Integrity** - Young people do what they believe is right.
29. **Honesty** - Young people tell the truth—even when it is not easy.
30. **Responsibility** - Young people are responsible for doing the right thing and owning up to their mistakes.
31. **Restraint** - Young people believe it is important for teenagers to abstain from sex and from using alcohol or other drugs.

SOCIAL COMPETENCIES

Young People Need Lots Of everyday Social Skills

32. **Planning and decision making** - Young people are good at planning ahead and thinking about consequences before they act.
33. **Interpersonal competence** - Young people are good at making and being friends.
34. **Cultural competence** - Young people know and respect people of different religious, racial and cultural backgrounds.
35. **Resistance skills** - Young people can effectively say no to the things that might harm them.
36. **Peaceful conflict resolution** - Young people can resolve conflicts without violence.

POSITIVE IDENTITY

Young People Need To Feel Personal Strength And Purpose

37. **Personal power** - Young people believe that they have control over the direction of their life.
38. **Self-esteem** - Young people feel good about who they are.
39. **Sense of purpose** - Young people believe their life has a purpose.
40. **Positive view of personal future** - Young people are hopeful and confident about their future.

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